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tude, loyalty to class and school. James Dawson—manly conduct, dependability, earnest effort, outstanding leadership in various school activities.

In order to foster and express sentiments of loyalty and love for the school, the pupils were recently urged to write a school song. A prize of \$5.00 was offered. Two boys in the ninth grade won the prize by submitting a highly commendable song entitled, "The Blue and the Gold."

Individual initiative is encouraged and stimulated at all times. To this end the senior class has been given the privilege of self-government, which has proved successful. The High School Council, composed of one boy and one girl elected by each class, is another means of fostering individual initiative. This meets with the principal from time to time. The meetings are informal, and the pupils are encouraged to offer any suggestion that might help their class or school. Many valuable suggestions have been given, and what is more important, the students are made to feel a sense of responsibility for the success of a business about which they are consulted. As evidence of this our Council has offered a large school banner to the class making the highest score on the following points:

1. School spirit—including attitudes and active membership in school organizations—40.
2. Scholarship, including attendance, punctuality, application, and representation on honor roll—40.
3. Appearance of room—including plants, decorations and neatness—40.

These are some of the ways in which the Tarboro Graded School is trying to solve the great problems of education in its broadest sense. The results so far seem to justify the means employed.

DR. HOLL COMES TO N. C. COLLEGE FOR WOMEN

DR. ROY C. HOLL, who finished the work for his doctorate at Harvard last year, has been secured as Principal of the Training School of the North Carolina College for Women. Dr. Holl's dissertation was on the subject, "Vocational Education in Secondary Schools." Dr. Holl has had a very successful experience, as Superintendent of the Williamsport, Ind., Schools; Principal of the Junior High School, Tuscon, Ariz; Professor of Education, Central College, Missouri; and Inspector of High Schools in Alabama. Practical school men of North Carolina will be glad to welcome him as a valuable accession to the teaching profession of the Tar Heel State.

AN ADEQUATE SYSTEM OF RECORDS

By R. W. CARVER

Superintendent of Schools, Hickory, N. C.

STRICT RECORD keeping is one of the most important and essential features of efficient high school administration. It has been too easy to neglect, and claims a little more energy than many wish to exhibit.

Every year there are hundreds of students who wish to enter college, and a large number who change from one high school to another. This year there are in the local high school eight pupils who last year attended elsewhere in the state. The high school principal has just informed me his efforts to get complete records for these pupils have in each case failed, and he has made repeated efforts. In two instances he was able to secure a report card containing grades for last year. For some a statement of attendance was the only thing procurable, while a few schools failed to reply at all.

Colleges require applicants to present high school credits, and such credits must be accompanied by information which gives the subjects taken, authors, amount completed, length of school year, length of time subject is pursued, length of recitation periods, final grades and the amount of credit allowed in the form of units.

Pupils who wish to enter a high school with advanced standing, with the expectation of later attending college, are sorely handicapped by present practice. The student, if entering a high school which adheres to requirements must necessarily stand examinations on subjects he claims to have had. Either that or he enters on faith plus the memory of the pupil. If the pupil has to take examinations when changing high schools, the high school from which he came is doing him a great injustice. If he is taken on faith the school which he is entering is committing suicide by slow degrees.

How many high schools do you suppose keep records which avoid both the above named evils, and admit a student to college with a complete and accurate transcript? How many do you think are taking the faith cure so far as records are concerned, thereby causing our higher institutions to figuratively drag through by the nose or drop students who enter but suffer from lack of preparation?

The ordinary high school register sheet is a cumbersome affair and very impractical. It multiplies the labor several times, and at the end of the four years much valuable time is spent in corralling the sheets and getting the information in usable form. In schools which still hold to the semi-grade plan, allowing the students

to remain in grade rooms, all taking the same medicine, and taught by shifting teachers, the register sheet is not adapted. This semi-grade plan is outlawed though and should not be discussed from an efficiency standpoint.

The card system by which the entire four-year record of a student may be placed on one card is the most simple and may be complete in every detail. If the principal teacher he can easily get willing teachers to aid in recording all information desired by colleges and universities. The task may be completed in a very short time for a large school. If the principal does not teach full time it is far better for him to keep the records himself.

We owe efficiency along this line to the students under our supervision. The various higher institutions are due better service, and the high schools should be better prepared to accommodate each other. No student should be allowed to transfer to another high school without an absolutely accurate record no matter whether good or bad work has been done. The records should be mailed. Uncle Sam conducts a fairly good mail service in order that information which is valuable and interesting may travel around the world at a decent rate of speed. We should see to it, that pupils of ours who leave get the proper standing and escape embarrassment, and to do this their records should even be mailed before requested by some irate principal.

MAKING FOUR ONE

By ANNIE LEE STAFFORD

IT WAS the afternoon of commencement day. The commencement speaker received the congratulations of the twenty-five grown-up listeners who had come to hear his excellent speech.

There had been no high school graduating exercises that day, for the one eleventh-grader had stopped school in March to go into training for a nurse. As the one-man congregation, who alone had braved the winter storms to go to church, expressed his opinion of the sermon, "It was a bit too personal to be exactly enjoyable," so is being in a grade alone. No normal boy or girl likes reciting a whole lesson alone. Competition is the life of school work as well as of trade but only a strongly imaginative person could find much joy in competing with himself.

When a teacher having sixteen classes a day fails to get them all in she will usually sacrifice the one-pupil grade for the sake of the group. And so the eleventh-grader had stopped in March; the one ninth-

grader had stopped in January and there was no tenth grade.

The night of commencement day "The Pied Piper" was admirably presented for amateurs. The crowd was large for there were no other school commencements in a radius of several miles. All the other schools in that district were one-teacher schools and teachers in one-teacher schools can not prepare commencement programs and teach seven grades a day. A third of the people who came saw the play. There was room in the two-and-a-half-room school house for that many. Possibly one-fifth of them heard the play. There were seats enough for that many near enough the stage.

The afternoon after commencement day four people left town in a Ford. A chautauqua representative who happened in town that day offered to go along and use his powers of locution for the cause, provided he might say a word now and then for his own cause. This party had set out to canvas the school district, asking that the taxpayers sign a petition to call an election to vote bonds for a new consolidated school house.

Throughout that afternoon the men in the party talked with men in the fields, barn lots, front yards, stores or shops. The women went inside the homes and talked with women. It was found that many of them wanted their children to go to "regular large town high schools" when they went. They did not yet realize that consolidation would bring the high school to them; that it would bring a school one of whose great objects would be to make and keep farm life so attractive that the great number of boys and girls who leave the farms for towns would be greatly reduced; finally, a school whose greatest object would be to arouse in the boys and girls pride in community building.

The afternoon was sultry and the enthusiasm of the agitators melted, in proportion to the chautauqua man's box of pink-filled chocolates, for the second influential man visited did not sign the petition even as the first influential man visited had not signed it.

The dejected party started on to find a third man. They stopped in front of his store just as a horse and buggy drew up rapidly by the car and influential man number two leaned over the side of the buggy and said, "Hand me that paper, she says I must sign." He finished in high, good humor just as the wife of the first man visited drove up in a car and called out, "Go back by way of our house, he's ready to sign." Which is neither here nor there.

At any rate the election was held in July and out of the whole district there was but one dissenting vote cast.